

Unit Planning Guide: Grade K Unit 8 of 8

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| Unit Title: Read, Write, Think | Pacing (Duration of Unit): 4 weeks |
| Grade: Kindergarten | Buffer Day(s): 3 |

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Through read aloud, develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.K.3b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.K.4** Read emergent-reader texts with purpose and understanding.
- **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.K.2d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- **W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

*These standards are taught throughout the year

- **SL.K.1a *** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or

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| <ul style="list-style-type: none"> • L.K.1* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.K.1b* Use frequently occurring nouns and verbs. • L.K.6 * Use words and phrases acquired through conversations, reading and being read to, and responding to texts. • RL.K.4* Ask and answer questions about unknown words in a text. • RL.K.10* Actively engage in group reading activities with purpose and understanding. • RI.K.4* With prompting and support, ask and answer questions about unknown words in a text. • RI.K.10* Actively engage in group reading activities with purpose and understanding. | supports. |
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

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| Big Ideas: <ul style="list-style-type: none"> • We gain knowledge through reading, listening and asking and answering questions. • We express knowledge through writing and speaking. • Writers use their knowledge of letter-sound relationships when reading and spelling. | Essential Questions: <ul style="list-style-type: none"> • What can I do to be a better reader, writer, speaker, and listener? • How do I progress to the next level of reading? • How do I apply letter-sound relationships when I read and write? |
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Acquisition (*Mostly assessed through traditional summative assessments)

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| Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently. <i>Students will know ...</i> <ul style="list-style-type: none"> • That knowledge and understanding is gained through reading and listening. • That writing and speaking are way to express their knowledge Key Academic Vocabulary – <ul style="list-style-type: none"> • Syllable • Short Vowel • Long Vowel • Decode • Fluency | Skills: The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>) <i>Students will be skilled at:</i> <ul style="list-style-type: none"> • Actively participating in Reading activities. • Creating writing pieces that share information and experiences, answer questions, and recall and gather information. • Participating in collaborative conversations |
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